**Career Academy Integrated Unit Plan**

**Academy Name: Academy of Finance**  **School: University High School**

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| Integrated Unit Plan Title: Careers |
| Courses to integrate: Accounting I & English II |
| Grade Level: 10 & 11 |
| Timeline & Duration: 2nd 9-weeks |

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| Unit Summary: In modern American society, there are many internal and external influences that impact a person’s identity. One critical component in Western culture is defined by one’s career. Often people define themselves and their accomplishments by their careers. Therefore, students will gain insight into a variety of jobs. They will research, analyze, and explain practical occupations in the Finance and Business world. They will compare and contrast various career opportunities in the field. They must describe jobs, qualifications, and salaries of jobs in the industry. They will finally evaluate which jobs are most suitable based on personal interests and skills, in turn, utilizing accounting proficiency and cultural experiences. |

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| **Overview of Activities/Lessons per Course** | | | | |
| Course | Accounting I | English II |  |  |
| Activity/Lesson | Think, Pair, Share  Financial Careers | Vocabulary, readings, analysis to discover how cultural experiences shape our perception of work and success in career. |  |  |
| Activity/Lesson | Financial Career Power point presentation | Reading/writing and strategies to investigate how external factors, such as the economy and conflict, influence/define careers and therefore identities |  |  |
|  |  | Teach the research paper process; teach MLA (Modern Language Association) format; practice citations in MLA format; |  |  |

**Lesson Instructions for \_\_\_English II\_\_\_\_\_\_\_\_\_\_\_\_ (course):**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):** LA.910.1.7.1 - 1.7.8, LA910.2.1.1 - 2.1.8, LA910.2.2.1 – 2.2.5, LA910.3.1.1 – 3.2.2, LA910.3.3.1 – 3.3.4, LA910.3.4.1.5, LA910.4.2.1 – 4.2.3  **Rigor & Relevance (quadrant):** A, B, C, D |
| **Instructions to Teacher:** Coordinate with Accounting I teacher to produce a list of relevant subjects/careers from which students will choose. Thoroughly teach the components of MLA format and researching data bases and other relevant source material. Provide exercises that reinforce adhering to MLA format. Teacher-led discussion, lectures, and PowerPoints. Teacher will instruct how to use various strategies to respond to and critically analyze cultural voices/identities/conflicts in nonfiction and literary texts. |
| **Instructions to Students:** Students will investigate cultural identities and conflicts through readings and analysis. Students will then find jobs that most appeal to them. They must narrow down to three careers and explain the factors they think make the jobs interesting, valuable, and how they relate to their personal strengths and goals. Findings will be presented in a written essay and visual aid. In addition, participate in lecture and discussion sessions on MLA format and resource instruction. A minimum of four (4) sources are required. The expository research paper should be minimum of 3 pages in length, non-inclusive of the works cited page and any attachments. They must also have a visual poster/component. |
| **Instructions for Student Accommodations:** Clear, concise rubric, extended time if necessary |
| **Assessment for Activity:** Expository Essay and Visual Poster |
| **Approximate Length of Time for Activity:** 9 weeks |
| **Materials Needed:** Springboard texts, separate rubrics for essay and for poster, posterboard, markers, graphic organizers |
| **Resources Needed:** Select Internet websites, Media Center, [www.naf.org](http://www.naf.org) (Lesson 16 Student Resources) |
| Attachments: Informational Poster Rubric, Research Paper Rubric |

**Lesson Instructions for \_\_\_Accounting I\_\_\_\_\_ (course):**

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| **Standards (Performance Tasks or Course Frameworks or Sunshine State Standards ):** 22.01, 22.04, 23.05  **Rigor & Relevance (quadrant):** A, B, C, D |
| **Instructions to Teacher:** Students prepare to explore specific professional opportunities in the finance industry by recalling the careers they have learned about throughout the course. They consider these roles in light of their own career ambitions.  Explain to the students that this is the beginning of a new unit and that they will be “shifting gears” to look at careers. They will consider how to take what they learned in this course and apply it to a professional role. This unit will also include a major project and its final presentation, so they may plan on working on some of that outside of class.  Write these questions on the board or on a large sheet of paper on the wall:  What are some of the financial occupations that you learned about in this course? (Prompt students to remember such roles as financier, stock broker, bond salesman, securities trader, investment banker, research analyst, portfolio manager, Chief Financial Officer or Controller, venture capitalist, mortgage broker, loan officer, insurance agent, banker.)  If you had to choose one job from finance to have in the future, which one would you pick? Why?  What do you think would be the best part of working in finance? What do you think would be the most challenging?  Use Think, Pair, Share to develop a list of professional roles in the industry:  1) **Think**: Have students write brief notes on each question in their notebook.  2) **Pair**: In pairs, ask students to talk about their ideas. They should compare their notes and identify the professional roles they think are ideal, including some specific responsibilities and what makes the roles appealing.  3) **Share**: Invite pairs to share their ideas with the rest of the class. You can do this in round-robin fashion, calling on each pair, or take volunteered answers.  When the students have finished sharing, explain that this unit will be about careers in finance. Note that while students have heard about many different jobs in this field, they are now going to have the opportunity to think about which job might be right for them. |
| **Instructions to Students:** Students will narrow their financial career choice to 2 options. Then they will create a power point presentation on the career, description, education, skill sets required, job outlook, salary. They will also explain why they choose this careers and how they meet the “qualifications”. |
| **Instructions for Student Accommodations:** Extra time |
| **Assessment for Activity:** Power point presentation |
| **Approximate Length of Time for Activity:** 1 week |
| **Materials Needed:** Computer |
| **Resources Needed:** Internet, questions, power point |
| Attachments: [www.naf.org](http://www.naf.org), (Lesson 16 Applied Finance, Working in the Industry); PowerPoint Rubric |